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ABSTRACT

Prepared by the Dutchess County Board of Cooperative Educational Services (BOCES), Division of Occupational Education, this manual assists employers of cooperative students involved in the Diversified Cooperative Education Program by providing the new employer with the practices and procedures of the program. The manual should also be of value to employers already participating in the program, or those interested in developing a similar program. The Diversified Cooperative Education Program is described as an effort to provide vocational training on a cooperative working basis for coed high school juniors and seniors, requiring that students be 16 years of age or older to enter the program. Advantages of the program for employers, students, and school, the mechanics of program operation, and various forms utilized throughout the program are included. (WL)

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Dutchess County BOCES
Diversified Cooperative Education Program
R. D. 1--Salt Point Turnpike
Poughkeepsie, NY 12601

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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MANUAL FOR EMPLOYERS

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CE 008 426

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CHAPTER I

PURPOSES OF THE MANUAL

This manual has been prepared by the Dutchess County BOCES, Division of Occupational Education, to assist employers of cooperative students involved in our Diversified Cooperative Education Program. The manual will acquaint the new employer with the practices and procedures of the Diversified Cooperative Education Program and will be of considerable value to the employer already participating in the program.

The manual attempts to answer the employer's questions concerning the Diversified Cooperative Education Program. It is hoped that this clarification will strengthen the program for the participating firms and will encourage additional firms to explore the merits of Diversified Cooperative Education.

CHAPTER II

DEFINITION AND HISTORY OF DIVERSIFIED COOPERATIVE EDUCATION

A program in Diversified Cooperative Education is designed to provide vocational training on a cooperative working basis for coed high school juniors and seniors; students must be sixteen years of age or older to enter the program. The seven major vocational areas included in the program are: agriculture, distributive occupations, health occupations, home economics, office occupations, technical education, and trade and industrial occupations. For one-half of the day, establishments of employers are used for training students in actual occupational activities. The other half day is divided between academic subjects and study related to work being done on the job. While several occupations are included in the program, the individual student receives training in one occupation. The program combines classroom instruction with the practical experience of a related job. While meaningful employment for the student is important in the Diversified Cooperative Education Program, it remains primarily a system of education. Each job is considered to be a part of the program, with the student, employer and school sharing the responsibility for training.

Diversified Cooperative Education is designed to provide an opportunity for interested students to enter a skilled or semi-skilled trade. It seeks to develop vocational efficiency and a better social and personal adjustment

to the world of work for young people through the joint efforts of the school and business-industrial community.

New York State has been one of the pioneers in the development of experimental Diversified Cooperative Education Programs. Research indicates this program commenced in 1935 for the purpose of providing work experiences for high school students in their particular high school where there were insufficient numbers of students to justify separate occupational programs. In 1946, the State Legislature passed an amendment to the Education Law permitting the consideration of the days spent in related work experience under school supervision as days spent in school. The importance of this program as an instrument for holding students in school became increasingly apparent as the high school drop-out problem aroused concern in all segments of the community. Provisions were also made for a program permitting cooperative students to work part-time each school day.

The Dutchess County BOCES Area Occupational Center opened its doors to high school students of Dutchess County in September, 1967. We operated our program from rented quarters in four locations for a period of four years. Our new $6 million campus consisting of the Area Occupational Center, Special Education Complex, and Administration Facility was completed in the Summer of 1971 with students attending our various programs the following September. Approximately 1,200 students from all high schools in Dutchess County were enrolled in the twenty five occupational courses in September, 1973.

In contrast, our Diversified Cooperative Education Program commenced on March 1, 1973. Our first class consisted of twenty six students from Dover High School and fourteen Webutuck High School students. Pawling High School joined this endeavor in September, 1973. At the present time, a total of fifty seven students from the above mentioned schools are involved in the Diversified Cooperative Education Program.

Offering preparation for a wide range of secondary students who have reached employment age is a key factor in the program. Those students, who have developed basic employment skills, will benefit. Students enrolled in the general education program, who do not desire to further their education beyond high school, can benefit from this program. For a selected number of students disenchanted with educational programs, it offers skill development opportunities. Students, who are considered potential dropouts, are likely to benefit from this kind of educational experience.

CHAPTER III

ADVANTAGES FOR EMPLOYERS, STUDENTS, AND SCHOOLS

The Diversified Cooperative Education Program can provide employers, students, and the schools with many advantages, some of which are:

ADVANTAGES FOR EMPLOYERS

1. It saves money for the employer because an organized training program shortens the training period of new employees.
2. It assists the employer in selecting learners or beginners.

3. It insures organized training of his employees while on the job.

4. The job requirements are correlated with classroom instruction.

5. It allows the employer to supervise and help plan the training of future employees.

6. It provides a full-time coordinator to assist the employer with training problems.

7. There is a continuity of service. Student trainees remain on the job for one to two years under the supervision of the school.

8. The goods and services of the employer become known to the student trainee and his/her family.

9. It gives the employer an opportunity to serve his community through the public schools.

ADVANTAGES FOR STUDENTS

1. It gives them an opportunity to develop their aptitudes and interests.

2. It helps the student to make adjustments to working conditions in business and industry while still under the supervision of the school.

3. The student is trained in the skills of his/her occupation under actual working conditions.

4. As wage earners, students develop an appreciation and respect for work. They contribute toward the economic well-being of themselves, their families, and the community.

5. It gives the student who is dissatisified with the academic or general curriculum the desire to remain in school and earn a high school diploma.

6. Students graduate from high school with fundamental training in an occupation to make them employable.

7. Learning is made more relevant. Motivation results in greater achievement and improved school performance.

ADVANTAGES FOR SCHOOLS

1. The program provides a means of projecting the school into the community.

2. It provides a direct avenue for meeting the community's needs for trained workers.

3. It keeps a greater number of youth in school for a longer period of time.

4. It provides a means of keeping the school abreast of business and industrial needs.

5. It can result in financial savings to schools. Equipment and facilities beyond the financial reach of the school are utilized.

CHAPTER IV

MECHANICS OF OPERATION

SELECTION OF EMPLOYERS - Too often an employer enters this type of program just to assist the school, without being aware of the real merits of Diversified Cooperative Education. The approval and adoption of the employer's training station is based upon the mutual understanding and agreements among the employer, the school, and the student employee. Everyone concerned must understand that this training station is to serve primarily as a training medium rather than merely as an opportunity for remuneration for employment or for an employer to obtain part-time help. Experiences gained with the employer should contribute significantly to the development of knowledge, skills, and attitudes which are needed in the students chosen occupation. Some of the important qualifications of prospective employers include:

1. The employer has a sincere interest in young people.

2. The employer is considered a partner in the program and should assist the school in designing the Training Outline; this outline is developed by the employer and coordinator and serves to present a logical sequence of work experiences tailored to meet the employer's needs. It permits systematic and efficient training of the student employee and assures the employer of an all-round trained person rather than a single skill worker.

3. A monetary wage according to state and/or federal wage laws will be paid the beginning student employee.

4. The student employee is enrolled in classes in high school where he/she is receiving instruction directly related to his/her work activities.

5. The student employee is placed on the same employment status as that of other part-time employees regarding matters of social security, insurance, and labor laws.

6. The training is provided cooperatively by the employer and school. The employer hires, supervises, and trains the student to meet the job requirements. The student trainee is expected to assume the normal obligations of any employee.

7. A student's employment may be terminated for excessive absence, excessive lateness, lack of effort or inability to perform on the job. When a problem arises in this respect, the employer should contact the coordinator so that the coordinator may have an opportunity to counsel the student and assist him in effecting changes in his performance as might prevent termination.

8. The coordinator will visit the student employee on-the-job and rate his performance on a periodic basis with the immediate supervisor. This rating is a basis for the student's grade.

9. The coordinator of this program will be available for consultation with the employer.

SELECTION OF STUDENTS - Applicants are accepted according to their interests and aptitudes. Diagnostic tests in such areas as intelligence, interests, and aptitudes are reviewed by the coordinator. The student's record regarding subject grades, attendance, and behavior is also checked.

Students complete an application form prior to being interviewed by the coordinator. The final judgment on the acceptance and/or rejection of a student rests with the coordinator. Other factors considered in the selection of a student are:

1. The student must have a sincere interest and belief in the objectives of the program; he/she must want to participate in this endeavor.

2. The parent and/or guardian must be willing to cooperate with the school in the operation of the program.

3. The student must be willing to abide by the Rules and Regulations - Student Contract. Strict adherence to these Rules and Regulations is mandatory; a violation will be considered as a basis for dismissal from the program.

CURRICULUM - Classroom instruction is divided into general related and specific job related instruction. Some of the areas covered in the former category include:

job advancement	budgeting	labor laws and
job attitudes	credit	organizations
interviewing	tax instruction	disability benefits
resumes	types of insurance	law
		workmen's
		compensation
		social security

Because the program involves many occupations, specific job related instruction is individualized through the utilization of the training outline and students' workbook. The training outline and workbook are geared to the planned experiences the student will receive on-the-job.

Student trainees must work a yearly average of 300 hours in order to receive 1 school credit. Hours range from 15 to 33 hours per week. Students are required to complete the Time and Pay Record form at the

conclusion of each pay period; it is the student's responsibility to complete this form. The information is checked by the coordinator and then presented to the student's immediate supervisor for his signature.

Simply stated, the overall objective of the program is to provide an opportunity for interested students to acquire marketable skills and knowledge in an occupation for which they have an aptitude. It is based on the assumption that the classroom can provide only a basic foundation of theory and instruction with limited application. A diversified type of program makes it possible for the school to offer vocational and specialized training which otherwise would not or could not be taught while students were still in school. Our objective is achieved through the placement of a student in a training situation with an employer. The work activities to which the student is exposed enable him/her to undertake the responsibilities of full-time employment after graduation from high school.

CHAPTER V

FORMS

DUTCHESS COUNTY BOCES
DIVERSIFIED COOPERATIVE EDUCATION PROGRAM
R. D. 1 - SALT POINT TURNPIKE
POUGHKEEPSIE, NEW YORK 12601

DATE _____

HIGH SCHOOL _____ GRADE _____ AGE _____

Dear

This will introduce _____, a student enrolled in our Diversified Cooperative Education Program. The student is interested in part-time work experience with your firm.

We appreciate any consideration you can give this applicant.

Very truly yours,

Edward W. Heenan
Coordinator

10.

DUTCHESS COUNTY BOCES
DIVERSIFIED COOPERATIVE EDUCATION PROGRAM
R. D. 1 - SALT POINT TURNPIKE
POUGHKEEPSIE, NEW YORK 12601

I give my permission for _____ to be released from school during the school semester in order to take employment. I understand that should irregularities arise in any part of the student's school program, the school authorities may terminate this arrangement.

I further agree to cooperate with the school and employer toward making this program, both in school and on-the-job, of significant educational value to the student. It is also understood that we are unable to furnish transportation for your daughter/son to and from his place of employment.

Date _____ Signed _____
Parent/Guardian

Date _____ Signed _____
Home-School Principal

Date _____ Signed _____
Coordinator

11.

DUTCHESS COUNTY BOCES
DIVERSIFIED COOPERATIVE EDUCATION PROGRAM
R. D. 1 - SALT POINT TURNPIKE
POUGHKEEPSIE, NEW YORK 12601

RULES AND REGULATIONS - STUDENT CONTRACT

In this type of work where business and industry, the school, and you, the student, are all concerned and cooperating together, it is essential that certain rules and regulations be strictly observed. The employer has work to be done, and he is employing you with pay to do it. The school has a definate responsibility in this arrangement. You are preparing for a life work and making a reputation and record which will follow you the rest of your days.

In order to be retained and earn units of credit as a student trainee in the program, the following items and conditions regarding the student's responsibilities will be in force:

1. No student may seek part-time employment under the program without first interviewing and obtaining the consent of the coordinator.

2. The place of training and hours of training will be scheduled to meet the employer's needs and not the student's convenience.

3. Transportation to and from the job is the student's responsibility.

4. Student trainees are to be at the work station on time and on all days required including any and all recess and vacation days.

5. The rate of pay expected should be no greater than the established legal minimum rate.

6. The length of the employment stay will be determined by the length of the school year (s) and/or the employer's needs and NOT THE TOTAL HOURS WORKED.

7. Permission to leave or transfer a job, change of hours or pay, MUST be obtained from the coordinator PRIOR to discussion with the employer.

8. The Student Employee Time and Pay Record MUST be filed with the coordinator at the conclusion of each pay period. It is the student's responsibility to complete the Time and Pay Record.

9. All assignments MUST be completed and filed with the coordinator at the conclusion of each specified period.

10. If the student is too ill to report to school, then he/she is too ill to report to work on any day that absence from school is recorded. If you are ill, immediately notify your employer and school that you cannot report. This MUST be done as early in the morning as possible to allow for other arrangements to be made.

11. The student is required to present his/her Report Card and review the grades with the coordinator at the conclusion of each marking period.

12. If the student trainee will be late for work, he/she MUST notify the employer in advance of the reporting time for work.

13. The student should promote a feeling of need and respect for the program so that others may be placed with the employer at a later date.

14. Each student has the right to bring any-all related problems to the attention of the coordinator; the solution of the problem will be handled on a personal and individual basis.

I, the undersigned, hereby acknowledge that I have read the items listed above, understand the contents and AGREE to abide by the conditions stated.

(DATE)	(STUDENT SIGNATURE)	(HIGH SCHOOL)

KEEP IN YOUR WORKBOOK FOR CONSTANT REFERENCE

DUTCHESS COUNTY BOCES
DIVERSIFIED COOPERATIVE EDUCATION PROGRAM
R. D. 1 - SALT POINT TURNPIKE
POUGHKEEPSIE, NEW YORK 12601

STUDENT EVALUATION FORM

NAME OF STUDENT _____ DATE OF VISITATION _____

FIRM _____ ADDRESS _____

JOB TITLE _____ _____

SUPERVISOR'S
SIGNATURE _____

CHARACTERISTIC	CHECK APPROPRIATE COLUMN			
	SUPERIOR	ABOVE AVERAGE	AVERAGE	POOR
ATTITUDE TOWARD WORK				
COURTESY				
COOPERATION				
INITIATIVE				
APPEARANCE				
ABILITY TO FOLLOW INSTRUCTIONS				
JOB PERFORMANCE				
PUNCTUALITY				

STRENGTHS

1. _____
2. _____
3. _____

WEAKNESSES

1. _____
2. _____

DUTCHESS COUNTY BOCES
DIVERSIFIED COOPERATIVE EDUCATION PROGRAM
R. D. 1 - SALT POINT TURNPIKE
POUGHKEEPSIE, NEW YORK 12601

STUDENT EMPLOYEE TIME AND PAY RECORD

STUDENT EMPLOYEE'S NAME _____

FIRM NAME _____ WORK PERIOD ENDING _____ 197__

DAY	WORKING HOURS IN	OUT	TYPE OF WORK DONE FOR DAY	TOTAL HOURS WORKED
MONDAY				
TUESDAY				
WEDNESDAY				
THURSDAY				
FRIDAY				
SATURDAY				
SUNDAY				
			TOTAL HOURS WORKED	

RATE PER HOUR $ _____ TOTAL HOURS WORKED _____

GROSS PAY ..... $ _____

LESS:

FEDERAL WITHHOLDING TAX ..... $ _____
F.I.C.A. TAX ..... _____
NEW YORK STATE WITHHOLDING TAX ..... _____
OTHER DEDUCTIONS ..... _____

NET PAY ..... $ _____

STUDENT EMPLOYEE'S SIGNATURE _____

SUPERVISOR'S SIGNATURE _____

DUTCHESS COUNTY BOCES
DIVERSIFIED COOPERATIVE EDUCATION PROGRAM
R. D. 1 - SALT POINT TURNPIKE
POUGHKEEPSIE, NEW YORK 12601

MEMORANDUM OF AGREEMENT

1. This establishes an agreement between the Dutchess County BOCES and _____ regarding the
(Name of employing establishment)
employment of _____ in
(Name of student)
_____.
(Name of occupation)

2. The student shall be given an opportunity to progress through the various phases of work listed in the Training Outline.

3. Organized instruction in occupational and technical theory and other information correlated with the employment training shall be provided by the school. At least two periods weekly shall be used for general and related classroom instruction.

4. The coordinator of this program shall be available for consultation with the employer.

5. The student shall begin employment at no less than the prevailing minimum wage.

6. This agreement may be discontinued at any time.

(Signed) _____ (Signed) _____
(For the employer) (For the school)

Date _____ Date _____

FEDERAL AND NEW YORK STATE LABOR LAW

The employment of minors requires that the employer adhere to the Child-Labor Provisions Of the Fair Labor Standards Act (Federal Wage and Hour Law) and the New York State Labor Law. Whenever the state law differs from the federal law, the higher standard must be observed. Because of the nature of our program, the Federal Law and New York State Law contain exemptions for apprentices and student learners.

THE FEDERAL WAGE AND HOUR LAW

CHILD-LABOR PROVISIONS OF THE FAIR LABOR STANDARDS ACT

The exemptions under this law apply to "the student-learner enrolled in a course of study and training in a cooperative vocational training program under a recognized state or local educational authority"; our students are included in this category. The exemptions are as follows:

HAZARDOUS OCCUPATIONS ORDERS NOS. 5, 8, 10, 12, 14, 16 and 17

1. POWER-DRIVEN WOODWORKING MACHINE OCCUPATIONS (ORDER NO. 5)
2. POWER-DRIVEN METAL FORMING, PUNCHING, AND SHEARING MACHINE (ORDER NO. 8)
3. OCCUPATIONS INVOLVING SLAUGHTERING, MEAT-PACKING OR PROCESSING, OR RENDERING (ORDER NO. 10)
4. POWER-DRIVEN PAPER PRODUCTS MACHINE OCCUPATIONS (ORDER NO. 12)
5. OCCUPATIONS INVOLVED IN THE OPERATION OF POWER-DRIVEN CIRCULAR SAWS, BAND SAWS, AND GUILLOTINE SHEARS (ORDER NO. 14)
6. OCCUPATIONS IN ROOFING OPERATIONS (ORDER NO. 16)
7. OCCUPATIONS IN EXCAVATION OPERATIONS (ORDER NO. 17)

NEW YORK STATE LABOR LAW

Our state law contains provisions for certain occupations and specified industries in which young people may not be employed. At the present time, there are 18 occupations in which boys and girls under eighteen years of age may not be employed; these jobs are known as hazardous occupations.

Again, the New York State Labor Law contains exemptions for our students. It states, "the prohibitions do not apply to minors younger than 18 who are apprentices individually registered in apprenticeship programs duly registered with the Industrial Commissioner; or to student-learners enrolled in recognized cooperative vocational training programs, or to trainees in approved on-the-job training programs."

THE PROGRAM COORDINATOR WILL BE AVAILABLE TO PERSONALLY REVIEW THE FEDERAL AND STATE LABOR REGULATIONS WITH THE EMPLOYER. IF NECESSARY, THE COORDINATOR WILL SECURE A LETTER FROM THE U.S. DEPARTMENT OF LABOR AND/OR NEW YORK STATE DEPARTMENT OF LABOR REGARDING THE EXEMPTIONS OR EMPLOYER' S QUESTIONS. A COPY OF SAID LETTER WILL BE PROVIDED FOR THE EMPLOYER.

DUTCHESS COUNTY BOCES
DIVERSIFIED COOPERATIVE EDUCATION PROGRAM
R. D. 1 - SALT POINT TURNPIKE
POUGHKEEPSIE, NEW YORK 12601

COORDINATOR -

STUDENT TRAINEE -

FIRM -

SUPERVISOR -

EMPLOYMENT OBJECTIVE - Nurseryman and Equipment Operator

JOB TITLE - Nurseryman Trainee

DOT CODE NUMBER 406.168

TRAINING TIME - 40 Weeks

I. NURSERY AND GREENHOUSE — 5 Weeks

1. Dig and ball trees
2. Trim and shape trees
3. Weed nursery
4. Deliver trees and shrubs
5. Landscape plantings and lawns

II. MECHANICAL ACTIVITIES — 10 Weeks

1. Arc and Oxyacetylene welding
2. Repair engine
3. Service and maintain machines
4. Spray paint equipment
5. Repair and maintain all equipment

III. OPERATING EQUIPMENT — 15 Weeks

1. Operate bulldozer
2. Operate backhoe and loader
3. Operate dump trucks
4. Use york rake and landscapeseeder
5. Operate topsoils lifter
6. Observe safety rules and procedures

IV. PERFORMING THESE BUSINESS INSTALLATIONS — 10 Weeks

1. Screen topsoil
2. Install septic tank and leach field
3. Seed, fertilize, and grade lawn
4. Landscape homes and buildings
5. General grading and leveling
6. Dig building foundations

TOTAL TRAINING TIME — 40 Weeks

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DUTCHESS COUNTY BOCES
DIVERSIFIED COOPERATIVE EDUCATION PROGRAM
R. D. 1 - SALT POINT TURNPIKE
POUGHKEEPSIE, NEW YORK 12601

COORDINATOR -

STUDENT TRAINEE -

FIRM -

SUPERVISOR -

EMPLOYMENT OBJECTIVE - Automatic Transmission Mechanic

JOB TITLE - Apprentice Transmission Specialist

DOT CODE NUMBER 620.281

TRAINING TIME - 80 Weeks

I. REMOVING AND REPLACING TRANSMISSIONS — 10 Weeks

1. Place vehicle on lifts and stands
2. Use engine slings and supports
3. Remove and replace drive lines and crossmembers
4. Drain and refill automatic transmissions
5. Separate transmissions and converters from engines
6. Use transmission jacks
7. Service cooler lines and external controls

II. IN VEHICLE SERVICE — 10 Weeks

1. Road test and diagnose malfunctions
2. Service malfunctioning valve bodies
3. Service governors and external controls
4. Adjust linkage
5. Set engine RPM and related adjustments
6. Take pressure checks and shift point checks

III. TEARING DOWN TRANSMISSION — 20 Weeks

1. Steam clean a unit
2. Check and record transmission numbers
3. Remove external controls and units
4. Remove pan and valve bodies
5. Remove internal parts and subassemblies
6. Disassemble the sub assemblies
7. Clean and organize parts
8. Clean torque converters
9. Check all parts for wear and replacement
10. Place parts in carts for rebuilder

IV. REBUILDING TRANSMISSION — 20 Weeks

1. Clean and check service case
2. Rebuild clutch
3. Rebuild gear sub assemblies
4. Install seals and rings in subassemblies

5. Rebuild front and rear pumps
6. Install new bands and linkages
7. Place sub assemblies in cases
8. Rebuild and install valve bodies
9. Check and adjust end clearances
10. Replace gaskets and seal
11. Set and static band adjustments

V. FINAL ADJUSTMENTS AND TESTING — 15 Weeks

1. Perform all mechanical adjustments
2. Install unit in test bench
3. Fill unit with fluid
4. Run in and pressure checks
5. Check transmission output torque
6. Check shift points
7. Check out ranges and shift points
8. Check for leaks
9. Recheck output
10. Drain fluid and remove from test bench.

VI. STORAGE AND INVENTORY — 5 Weeks

1. Tag, store, and inventory units
2. Inventory transmissions parts
3. Complete billing for customer units
4. Maintain records for ordering
5. Maintain interchange and obsolescence records

TOTAL TRAINING TIME — 80 Weeks

CERTIFICATE OF APPRECIATION

Presented to _____

For Meritorious Participation In

The Diversified Cooperative Education Program

Sponsored Jointly By

THE DUTCHESS COUNTY BOCES

and the

DOVER JUNIOR - SENIOR HIGH SCHOOL

_____ District Superintendent

_____ High School Principal

_____ Coordinator

OE 008 426